

MERRIMAC STATE SCHOOL

HOMEWORK POLICY

Teachers will (outline homework expectations early in the school year at the teachers and parents meeting

The purpose of homework is to reinforce work which is currently being learnt at school, and, also to assist any children who may be experiencing any problems with their work.

The following times can be used as a guide for homework –

Prep	Generally, no set homework (from Term Two, some learning of sounds and related words).
Year 1	Up to 5-10 minutes (reading and sight words). Generally, not more than an hour each week.
Years 2 & 3	Up to 15-20 minutes (some written and some learning work). Generally, not more than an hour each week.
Years 4 & 5	Up to 20-25 minutes (children may have some written work each night and learning tasks). Generally, not more than 2-3 hours each week.
Years 6 & 7	Up to 20-40 minutes (children in these grades should be developing study skills and should be competent in written and learning work). Generally, not more than 3-4 hours each week.

- ◆ Children throughout the school will be expected to complete home reading in addition to the set homework time.
- ◆ A teacher may set homework for a class or individual child in different subjects.
- ◆ Homework may include spelling, reading, number facts, operations, research, contracts, and, writing up of SOSE and Science.
- ◆ Teachers will correct homework the next day or as soon as possible after it is handed in.
- ◆ Homework is not to be regarded as a disciplinary action but must be of value to the child and be related to the instruction of the day or week
- ◆ Commercially produced homework sheets should therefore not be used

- ◆ Homework will be modified for Levels 4, 5 and 6 ascertained children. (see below for suggestions for modifications)
- ◆ Where possible, parents are encouraged to take an active interest in their child's homework, for example, hear reading and spelling, supervise research and sign homework when requested by teachers.
- ◆ If a child experiences difficulty with set homework then that child should seek assistance from the teacher the following day.
- ◆ Keeping in mind the homework time guides, a child should not spend excessive time on any work which is presenting difficulty. A parent can sign the homework and note that a difficulty occurred.
- ◆ If parents are concerned about homework, they should feel free to discuss the matter with the class teacher.
- ◆ Children should take the usual amount of care when doing their homework and present it in a neat manner.
- ◆ Homework can be given each week night, including Friday, at the teacher's discretion.
- ◆ Weekly homework contract sheets can be done at the child's own rate as long as they are completed by the set time.
- ◆ No set homework will be given during the holidays.

SUGGESTIONS FOR MODIFICATIONS

- ◆ Set homework at the child's level of ability, for example, a Level 4-LD child is at least 2 years behind his/her peers, a Level 5-LD child is at least 3 years behind his/her peers, and Level 6-LD child needs a totally different program with very little reading involved.
- ◆ Remember work takes at least three times as long to complete for children with learning difficulties so a simple modification would be to allow parents to sign the homework at the place where the grade appropriate time was taken, for example, after 20 minutes a Year 4 child's parent stops the child working, signs the homework sheet and writes the time taken.
- ◆ If setting contract sheets position the easiest work first on the sheet increasing the difficulty until the last item on the sheet - a challenge question. Using the

homework year level time guides this then caters for the children with learning difficulties and the gifted and talented students.

- ◆ Limit the number of examples the child with learning difficulties has to complete so that he/she has the opportunity to complete all sections of the homework before the set homework time is up.
- ◆ Go through the homework sheet with the children with learning difficulties even allowing them to complete and example from each section. This may reinforce their knowledge of what they have to do.
- ◆ The teacher can write or the child can write symbols which help them know what to do on the homework. This is especially good for children with comprehension difficulties.
- ◆ Spelling should be given at the child's level of ability and use, in everyday writing. Rote recall is not often reflected in the child's personal writing.

When preparing homework, be mindful of the three R's of effective homework

RELEVANCE

homework should be related to work in class

REVIEW

homework should review work previously covered

REALISTIC

an LD child takes three times as long to complete work at home than in a supported classroom setting

(from "Understanding Learning Disabilities" Lavoie, 1990 p15)